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ABSTRACT

In fall 1992, a study was conducted at Evergreen Valley College (EVC) and San Jose City College (SJCC), in California, to measure the persistence rate over 4 academic years of students with no previous college experience who entered into a fundamentals of reading course (English 321) and an introduction to college reading course (English 322) in fall 1988. The study sought to determine the persistence of students through transfer level English (1A). Study findings included the following: (1) for the EVC group, 7% of the English 321 and 23% of the English 322 students completed a transfer level course after 4 years; (2) for the SJCC group, 13% of the English 321 and 20% of the English 322 students completed a transfer level course; (3) at EVC, 10% of the male and 5% of the female English 321 students persisted through transfer level, compared to 21% of the male and 25% of the female English 322 students; (4) at SJCC, 7% of the male and 17% of the female English 321 students completed a transfer level course, compared to 18% of the male and 22% of the female English 322 students; (5) for both English 321 and 322 at EVC, persistence rates by ethnicity were 35% for Blacks, 21% for Hispanics, 15% for Asians, and 9% for Whites; for both courses at SJCC, persistence rates by ethnicity were 27% for Asians, 20% for Whites, 18% for Hispanics, and 13% for Blacks. (KP)

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ED 383 362

San Jose City College and Evergreen Valley College

# PERSISTENCE OF FALL 1988 ENGL 321 & ENGL 322 STUDENTS THROUGH TRANSFER LEVEL ENGLISH (1A) OVER FOUR ACADEMIC YEARS (FALL 1988 - SPRING 1992)

by
Jon Kangas and Tony Ma

A TITLE III GRANT PROJECT

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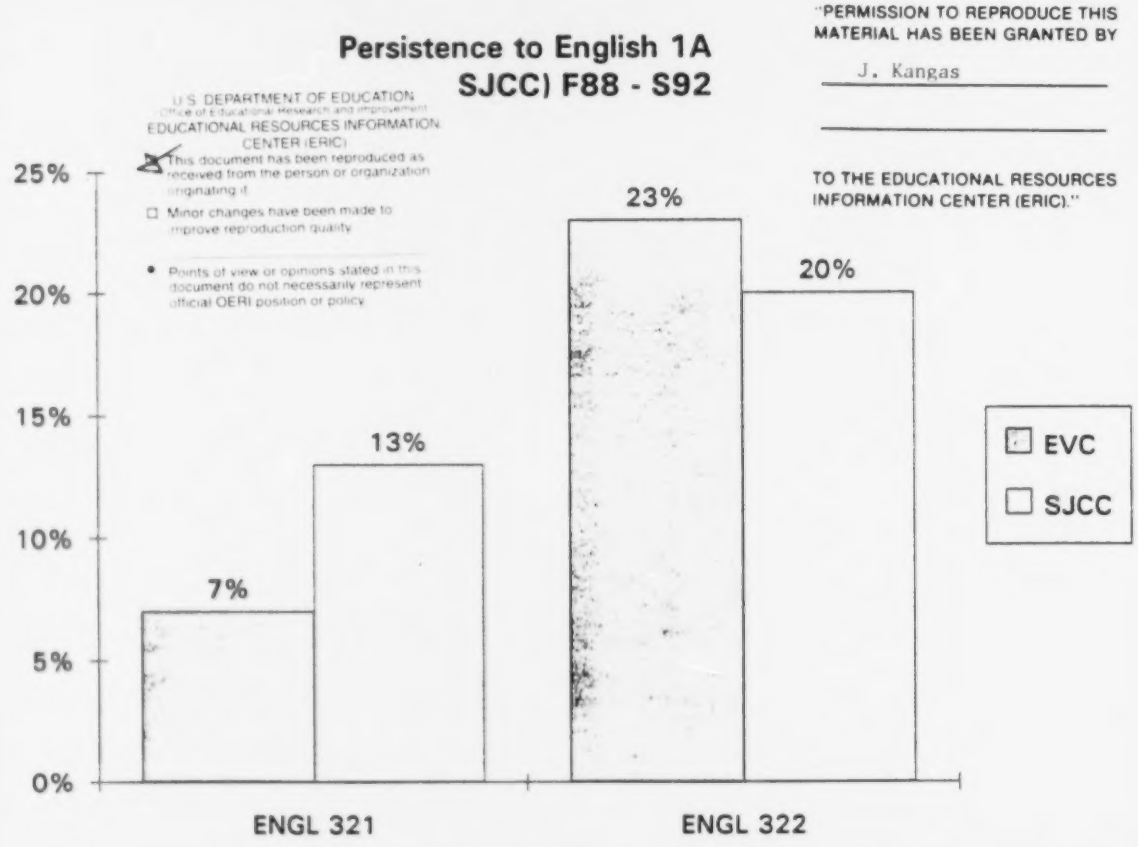


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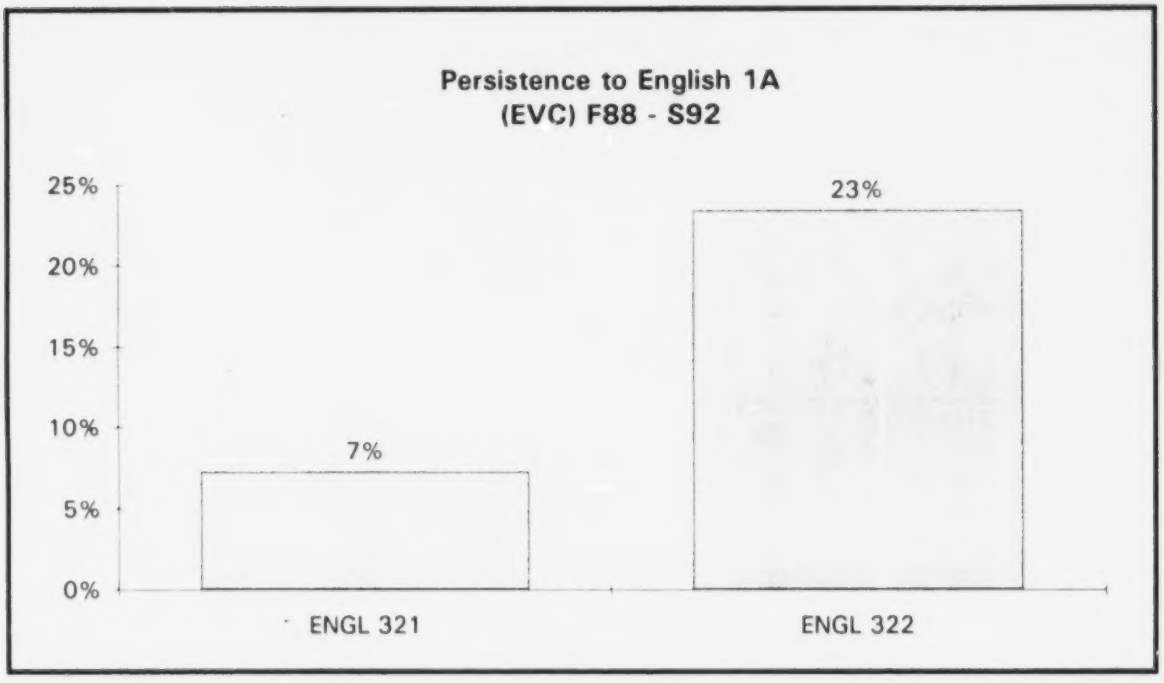
## Evergreen Valley College

**Question:** What are the differences in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

| | Original # | # Pers | % Pers |
|---|---|---|---|
| ENGL 321 | 69 | 5 | 7% |
| ENGL 322 | 137 | 32 | 23% |
| Total | 206 | 37 | 18% |




**Answer:** Only 7% of the new students starting in ENGL 321 at EVC in Fall 1988 achieved Transfer Level English competence within four academic years. 23% of those starting out in English 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

**Comments:** Only 7% of EVC MATH 310 (Arithmetic) students persisted to Transfer Level Math, a finding identical to the 7% for English 321 students.
Algebra 1 students persisted to Transfer Level Math at a rate of 10% compared to 23% for English 322 students.

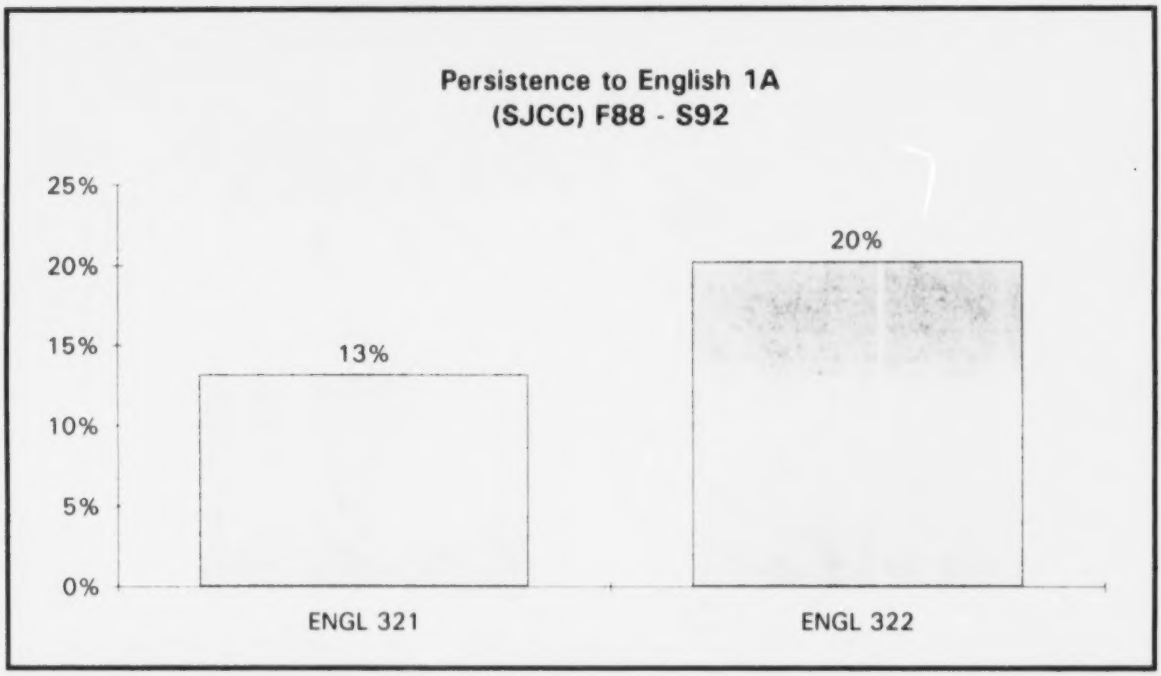
Recommendations:

1. Consider a Guidance Class or program aimed directly at Math 310 and English 321 students with an extremely high emphasis on Learning Disability, testing, job placement planning, career planning, social work, and educational planning. The goal will be the development of an individual job, career, and educational plan for each student in these classes.
2. Consider a similar class or program aimed at Algebra I, English 322 and English 330 students with a much higher emphasis on persistence to transfer Math and English and eventual graduation and transfer.
3. Consider direct recruiting of disadvantaged students in higher level high school English and Math classes.
4. Consider working with high schools to emphasize early on the importance for their students to take higher level Math and English.

## San Jose City College

**Question:** What are the differences in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

| | Original # | # Pers | % Pers |
|---|---|---|---|
| ENGL 321 | 38 | 5 | 13% |
| ENGL 322 | 94 | 19 | 20% |
| Total | 132 | 24 | 18% |




**Answer:** Only 13% of the new students starting in ENGL 321 at SJCC in Fall 1988 achieved Transfer Level English competence within four academic years. 20% of those starting out in English 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

**Comments:** Only 3% of SJCC MATH 310 (Arithmetic) students persisted to Transfer Level Math, compered to 13% for English 321 students.
Algebra 1 students persisted to Transfer Level Math at a rate of 11% compared to 20% for English 322 students.

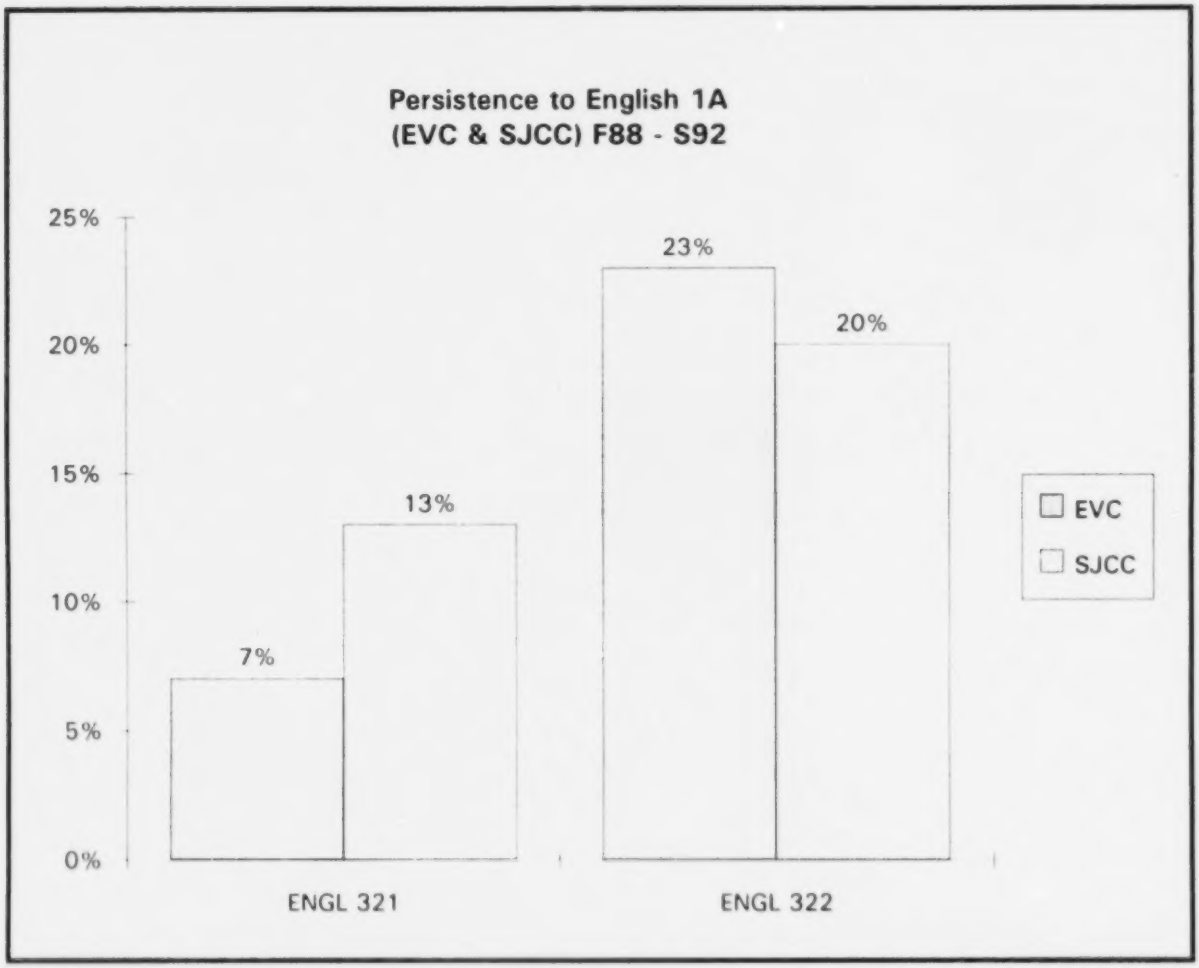
Recommendations:

1. Consider a Guidance Class or program aimed directly at Math 310 and English 321 students with an extremely high emphasis on Learning Disability, testing, job placement planning, career planning, social work, and educational planning. The goal will be the development of an individual job, career, and educational plan for each student in these classes.
2. Consider a similar class or program aimed at Algebra I, English 322 and English 335 students with a much higher emphasis on persistence to transfer Math and English and eventual graduation and transfer.
3. Consider direct recruiting of disadvantaged students in higher level high school English and Math classes.
4. Consider working with high schools to emphasize early on the importance for their students to take higher level Math and English.

## Evergreen Valley College and San Jose City College

**Question:** What are the differences in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC and SJCC in Fall 1988?

| | ENGL 321 | ENGL 322 |
|---|---|---|
| EVC | 7% | 23% |
| SJCC | 13% | 20% |

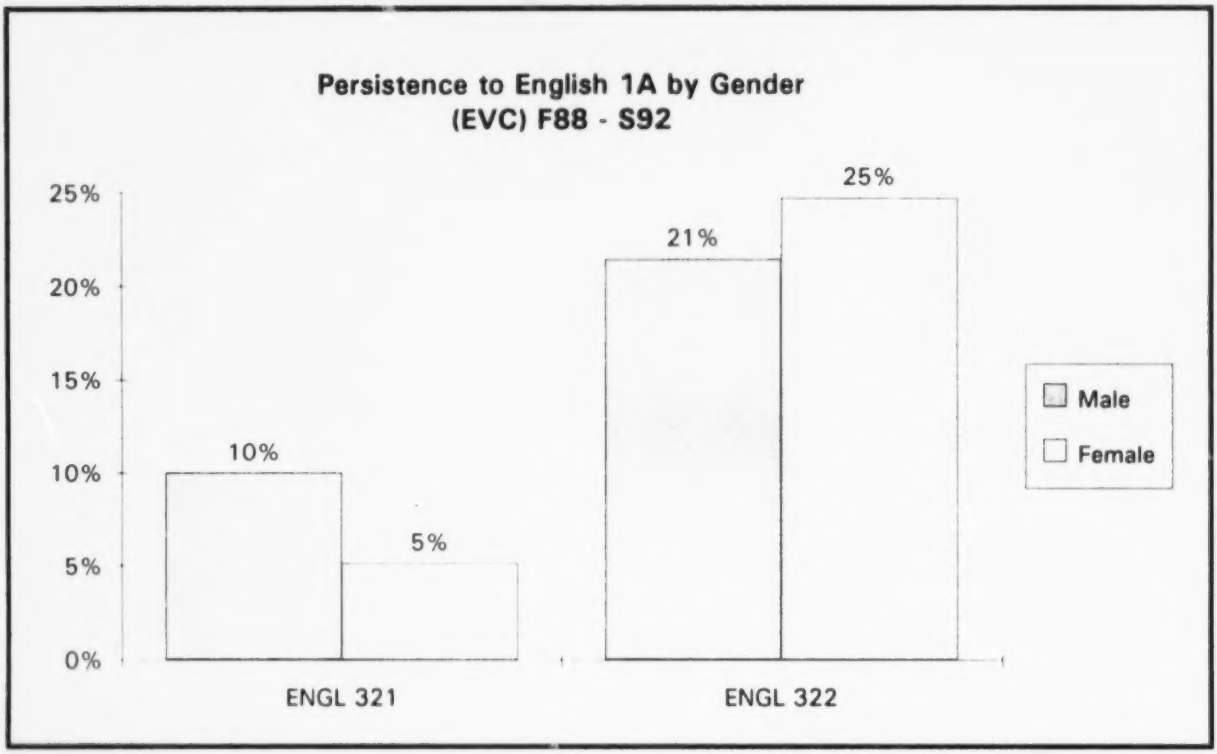



**Answer:** 20% students starting in ENGL 322 at SJCC completed ENGL 1A or its equivalent (ESL 1A) within four academic years compared to 23% at EVC. 7% of students starting in ENGL 321 at EVC and 13% of students starting at SJCC at the same time achieved Transfer Level English competence by the end of Spring 1992. A conversation between the English faculty from the two colleges could provide some clues related to the greater EVC English 1A persistence rate from English 322 and greater SJCC persistence from English 321.

## Evergreen Valley College

**Question:** What are the differences by Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

| | Original # | | # Pers | | % Pers | |
|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female |
| ENGL 321 | 30 | 39 | 3 | 2 | 10% | 5% |
| ENGL 322 | 56 | 81 | 12 | 20 | 21% | 25% |
| Total | 86 | 120 | 15 | 22 | 17% | 18% |

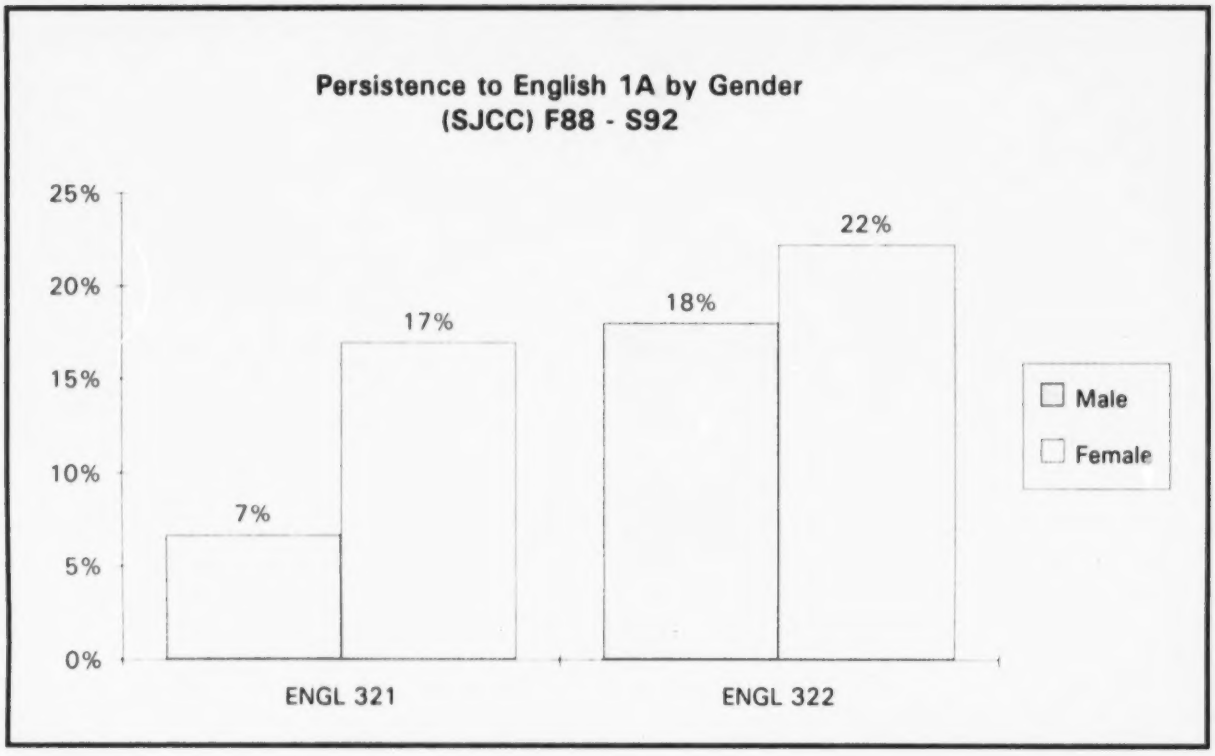



**Answer:** 10% of the new male students and 5% of the new female students starting in ENGL 321 at EVC in Fall 1988 achieved Transfer Level English competence within four academic years. 21% of the new male students and 25% of the new female students starting out in ENGL 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

## San Jose City College

**Question:** What are the differences by Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

| | Original # | | # Pers | | % Pers | |
|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female |
| ENGL 321 | 15 | 23 | 1 | 4 | 7% | 17% |
| ENGL 322 | 40 | 54 | 7 | 12 | 18% | 22% |
| Total | 55 | 77 | 8 | 16 | 15% | 21% |

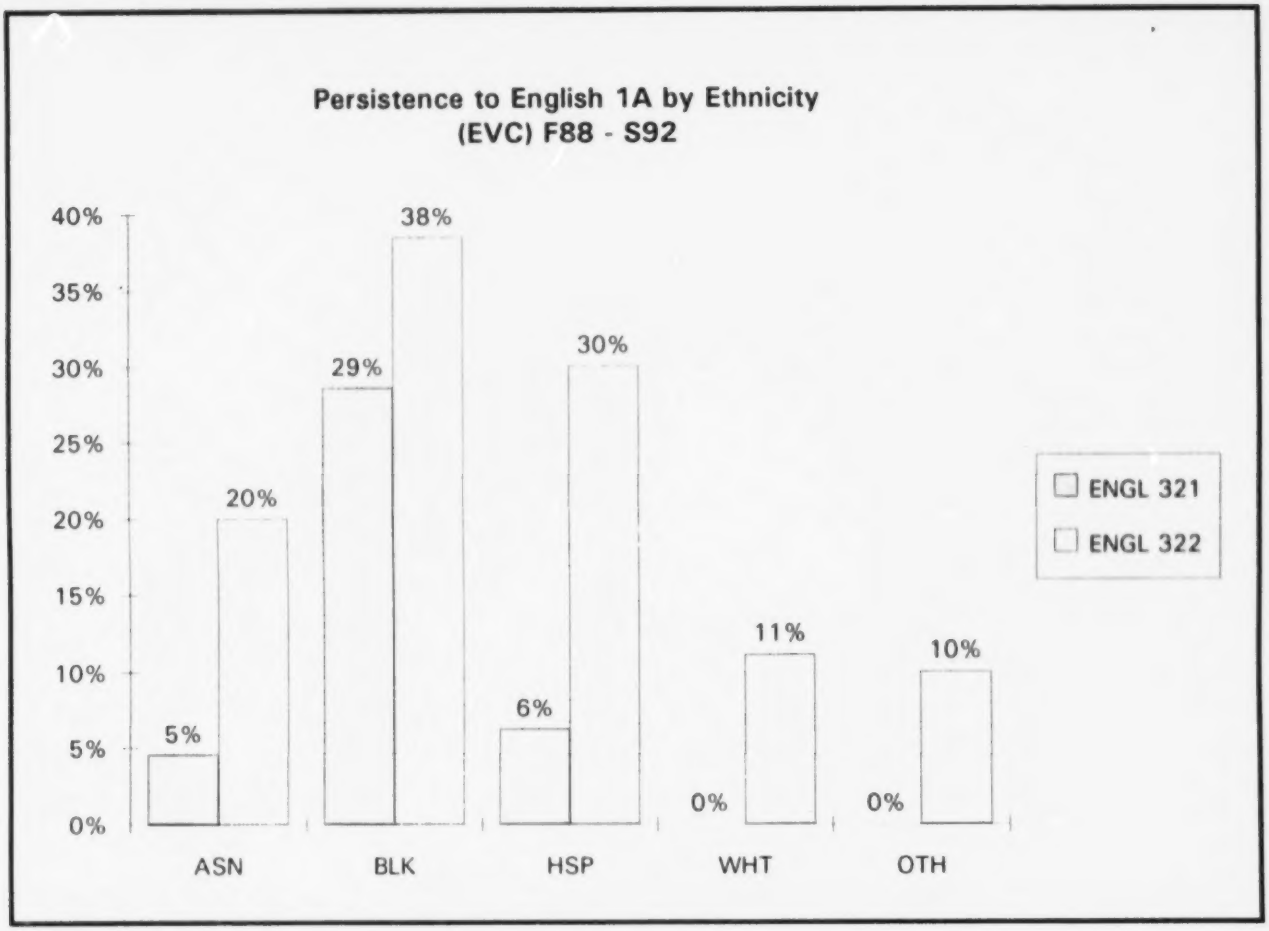



**Answer:** 7% of the new male students and 17% of the new female students starting in ENGL 321 at SJCC in Fall 1988 achieved Transfer Level English competence within four academic years. 18% of the new male students and 22% of the new female students starting out in English 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

## Evergreen Valley College

**Question:** What are the differences by Ethnicity in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

| | Original # | | | | | # Pers | | | | | % Pers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH |
| ENGL 321 | 22 | 7 | 32 | 2 | 6 | 1 | 2 | 2 | 0 | 0 | 5% | 29% | 6% | 0% | 0% |
| ENGL 322 | 45 | 13 | 50 | 9 | 20 | 9 | 5 | 15 | 1 | 2 | 20% | 38% | 30% | 11% | 10% |
| Total | 67 | 20 | 82 | 11 | 26 | 10 | 7 | 17 | 1 | 2 | 15% | 35% | 21% | 9% | 8% |



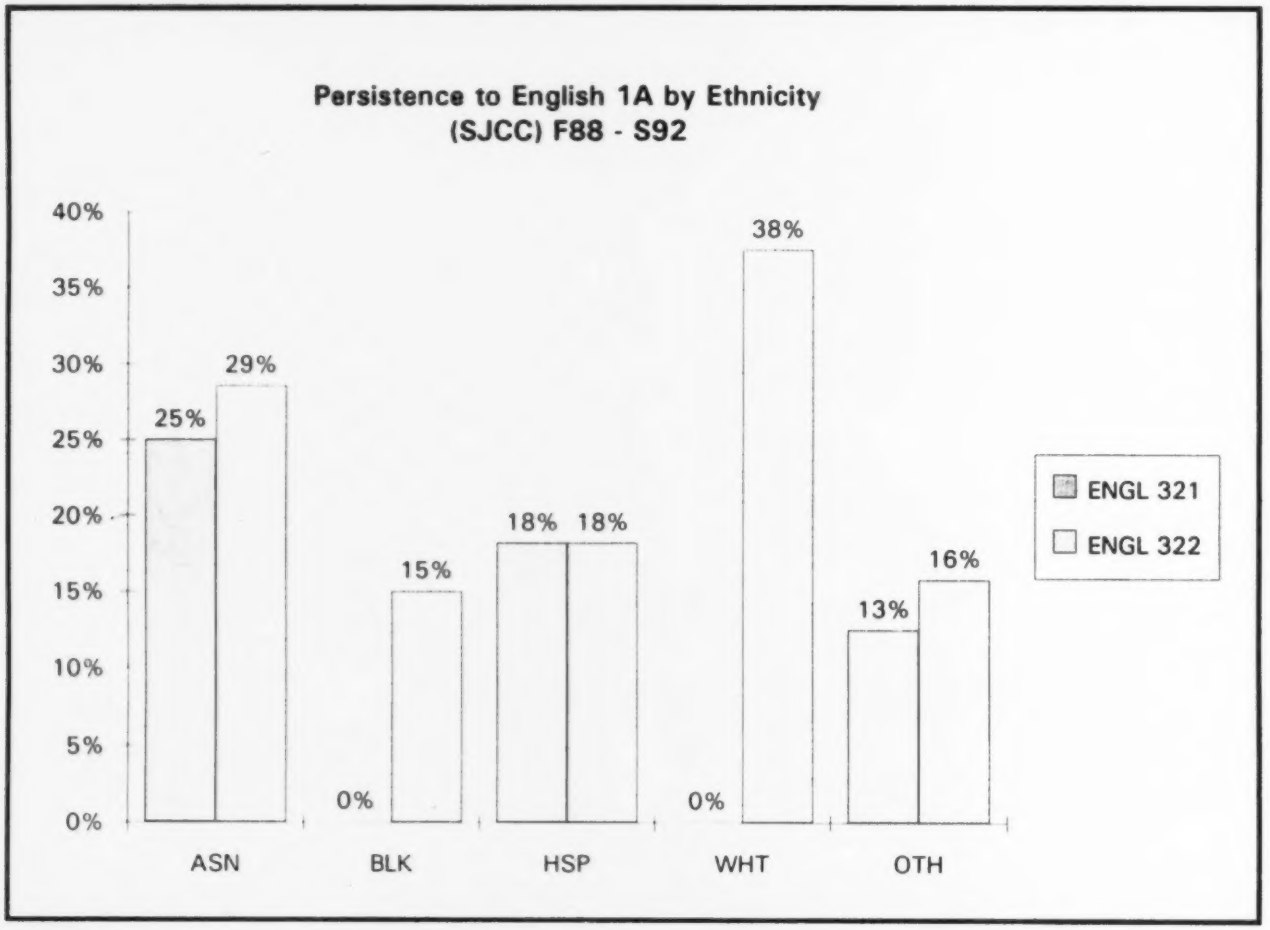

**Answers:**

| | Group(s) with HIGHEST Persistence Rate: | Group(s) with LOWEST Persistence Rate: |
|---|---|---|
| ENGL 321 | Black at 29% | White & Other at 0% |
| ENGL 322 | Black at 38% | Other at 10% |

**Comments:** The persistence of Black students at 29% and 38% for ENGL 321 and ENGL 322 and ENGL 322 Hispanics at 30% suggests that something may have been happening to foster the success rates of these students. Low N's, particularly for the Blacks, means that the data should be interpreted with caution.

**Question:** What are the differences by Ethnicity in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

| | Original # | | | | | # Pers | | | | | % Pers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH |
| ENGL 321 | 8 | 4 | 11 | 7 | 8 | 2 | 0 | 2 | 0 | 1 | 25% | 0% | 18% | 0% | 13% |
| ENGL 322 | 14 | 20 | 33 | 8 | 19 | 4 | 3 | 6 | 3 | 3 | 29% | 15% | 18% | 38% | 16% |
| Total | 22 | 24 | 44 | 15 | 27 | 6 | 3 | 8 | 3 | 4 | 27% | 13% | 18% | 20% | 15% |



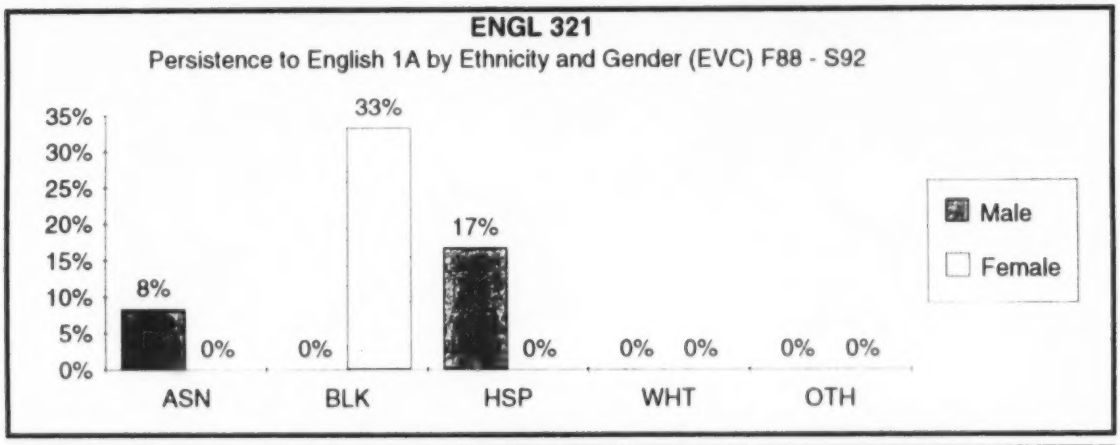

**Answers:**

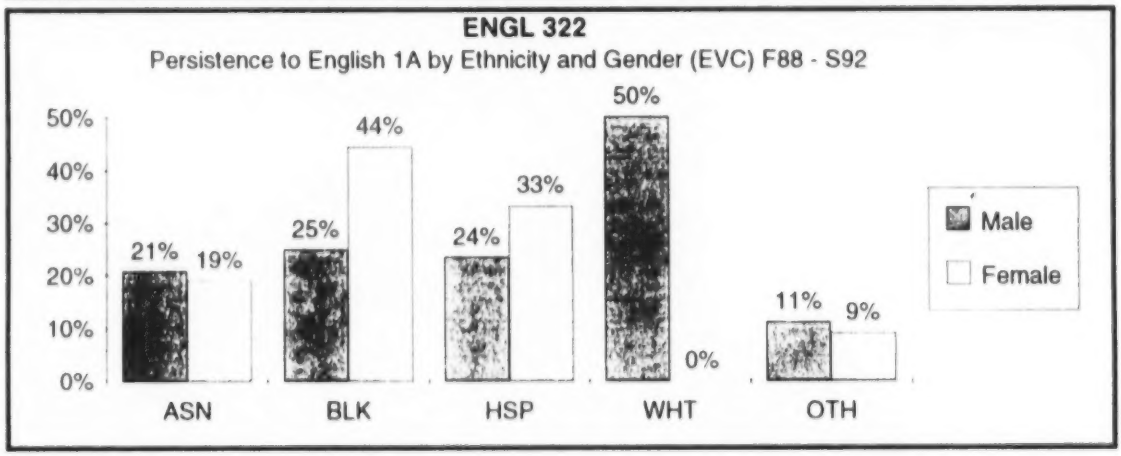
| | Group(s) with HIGHEST Persistence Rate: | Group(s) with LOWEST Persistence Rate: |
|---|---|---|
| ENGL 321 | Asian at 25% | Black & White at 0% |
| ENGL 322 | White at 38% | Black at 15% |

Data should be interpreted with caution due to small numbers.

**Question:** What are the differences by Ethnicity and Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

| | | Original # | | | | | # Pers | | | | | % Pers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH |
| ENGL | Male | 12 | 1 | 12 | 1 | 4 | 1 | 0 | 2 | 0 | 0 | 8% | 0% | 17% | 0% | 0% |
| 321 | Female | 10 | 6 | 20 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0% | 33% | 0% | 0% | 0% |
| ENGL | Male | 24 | 4 | 17 | 2 | 9 | 5 | 1 | 4 | 1 | 1 | 21% | 25% | 24% | 50% | 11% |
| 322 | Female | 21 | 9 | 33 | 7 | 11 | 4 | 4 | 11 | 0 | 1 | 19% | 44% | 33% | 0% | 9% |
| Total | Male | 36 | 5 | 29 | 3 | 13 | 6 | 1 | 6 | 1 | 1 | 17% | 20% | 21% | 33% | 8% |
| | Female | 31 | 15 | 53 | 8 | 13 | 4 | 6 | 11 | 0 | 1 | 13% | 40% | 21% | 0% | 8% |



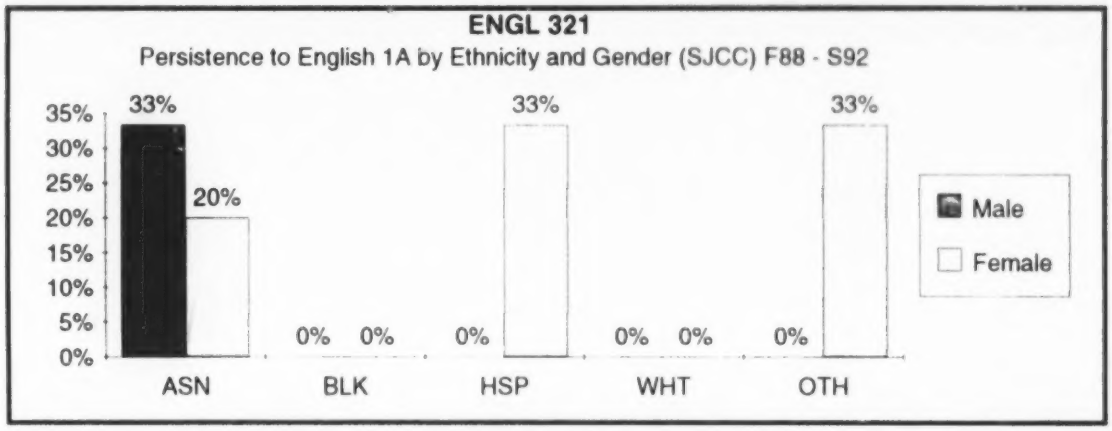



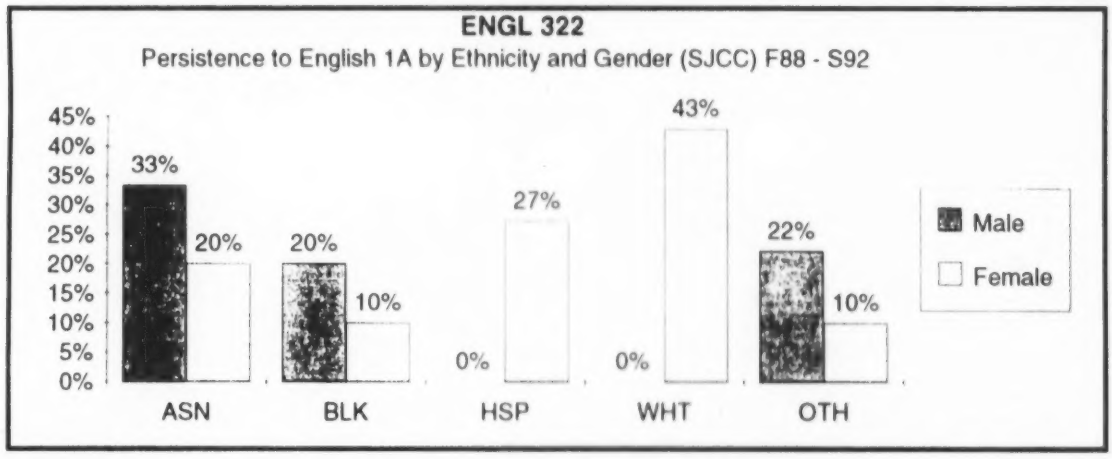

**Answer:** Data should be interpreted with caution due to small numbers.
The relatively higher persistence of Black females from ENGL 321 and ENGL 322 to Transfer English is encouraging. It would be worth asking what factors are influencing their persistence.

## San Jose City College

**Question:** What are the differences by Ethnicity and Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

| | | Original # | | | | | # Pers | | | | | % Pers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH | ASN | BLK | HSP | WHT | OTH |
| ENGL | Male | 3 | 1 | 5 | 1 | 5 | 1 | 0 | 0 | 0 | 0 | 33% | 0% | 0% | 0% | 0% |
| 321 | Female | 5 | 3 | 6 | 6 | 3 | 1 | 0 | 2 | 0 | 1 | 20% | 0% | 33% | 0% | 33% |
| ENGL | Male | 9 | 10 | 11 | 1 | 9 | 3 | 2 | 0 | 0 | 2 | 33% | 20% | 0% | 0% | 22% |
| 322 | Female | 5 | 10 | 22 | 7 | 10 | 1 | 1 | 6 | 3 | 1 | 20% | 10% | 27% | 43% | 10% |
| Total | Male | 12 | 11 | 16 | 2 | 14 | 4 | 2 | 0 | 0 | 2 | 33% | 18% | 0% | 0% | 14% |
| | Female | 10 | 13 | 28 | 13 | 13 | 2 | 1 | 8 | 3 | 2 | 20% | 8% | 29% | 23% | 15% |




**Answer:** Data should be interpreted with caution due to small numbers.

**Comment:** It is interesting to note the relatively high success rates of Hispanic females for both ENGL 321 (33%) and ENGL 322 (27%).